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Unique places,
universal professional challenges;
learning from Western Quebec
mentoring, coaching and induction
practice

Conference roundtable IPDA 2018

Professor Rachel Lofthouse

CollectivED, Carnegie School of Education, Leeds Beckett University

Structure of roundtable

Me

- Setting the scene and sharing short narratives

You

- Posing questions and choosing questions

Me

- Responding to questions

Us

- Discussing what we can learn from this case study



Western Québec is an English school board dedicated to developing lifelong learners who contribute to society and are prepared for their future. All teachers and staff are committed to academic excellence and the provision of quality education which encourages social, emotional and moral development. Western Québec respects and promotes the rights and responsibilities of every individual while maintaining a student-centred, safe and healthy learning environment. Parents and communities are valued as collaborative partners in enriching programs and achieving goals.

We encourage dialogue. Feel free to [contact us](#) with your comments and concerns.

Symmes-D'Arcy McGee High School

Hadley Jr High School / Philemon Wright High School



Teacher Induction Program (TIP) in WQSB

The TIP runs for two years for ALL new teachers to the Schools in the school board. It has been sustained and evolving over 10 years.

It has three related pillars:

- Professional Learning;
- Mentoring and Coaching Fellowship;
- Evaluation.



Michel Dubeau, (Director General WQSB)

We believe that the biggest impact on our students comes from the quality of our teachers. We view our whole system as a learning system, based on moral capital, organisational capital and social capital. We value adult learning and put resources in place to allow teachers to meet with each other and work on their own goals, to maximise the outcomes for students we believe are important. We use coaching as a systematic approach at all levels to share knowledge that exists within our system, and to develop a common language. We are looking for upward convergence and coaching is a perfect model to grow the top. A lot of our coaches have become administrators and TIP consultants. We haven't adopted 'one model' of coaching, we have blended and adapted mod. Is over time, and we feel we own what we do.

The data we have one teacher performance against our 12 competencies, including lesson observation, student voice and student achievement and mediated by the perspective offered by their Principals, demonstrates a steady increase in performance from TIP participants.

Jeff Harvey and Amy Curry (TIP consultants)

Our Mentor-Coaches see their roles as a position of distinction and have a sense of pride in their work. Their work is structured through common expectations or offering guidance and support but they also invest in building trust with the new teacher. Our Mentor-Coaches recognise the significance of reciprocal learning, the relationships that they build and of reflection.

We call them Mentor-Coaches because they are both of these things, and the training and documentation helps them to make appropriate decisions about which stance to take. What we hear from our 'master coaches' is that it takes them about 3 years in practice to feel fully confident in this.

When we and our Mentor-Coaches use the WQSB lesson observation tool we do not see it as checklist, but as the basis for formative dialogue.

Hadley Jr High School / Philemon Wright High School

"This is my first time being mentored; it changes the way you see yourself as a teacher."

"This school is like a family; when I wake up in the morning I feel no stress. If I have a problem with a student, I know I will get the help I need. It's not a secret. In a family we work together."

"There is a lot of power in this building; people are observing each other all the time, our doors are open, we are always asking questions."

"I do not see coaching as adding to our workload as the benefits are real".

*"It is our job to create this environment, we hear teacher voice and we make changes".
(Principal)*



<https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2018/11/talking-about-our-work-as-educators-stress-release-or-active-engagement/>

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